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Course Profiles

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Course Profile

Classical Civilization

Grade 12
University Preparation
LVV4U

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Acknowledgments

Public District School Board Writing Team – Grade 12, Classical Civilization

Lead Board

Simcoe County District School Board
Director of Education: Sharon Bate
Superintendent of Student Services: Joan Fullerton

Project Manager

Margaret-Anne Gillis, Barrie Central Collegiate, Barrie

Course Profile Writing Team

Jennifer Archer, Jarvis Collegiate, Toronto
Elizabeth Ellison, Elmwood School, Ottawa
Margaret-Anne Gillis, Barrie Central Collegiate, Barrie
James Lynd, O'Neill Collegiate, Oshawa

Internal Reviewers

Dr. Eileen Baird, Parents' Council, Humberside Collegiate, Toronto
Dr. Richard Burgess, University of Ottawa, Ottawa
Stephen Low, Humberside Collegiate, Toronto
Dr. Lucinda Neuru, University of Waterloo, Waterloo
Danuta Smith, Parents' Council, Humberside Collegiate, Toronto
Rocky Yeung, Leaside High School, Toronto

Course Overview
Classical Civilization, LVV4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Prerequisite: Grade 10 English, Academic or Applied

Course Description

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

The study of Latin, ancient Greek and Classical Civilization introduces students to some of the significant cultural and linguistic roots of Western societies. … As a consequence, students enrolled in Classical studies courses should be able to speak, read, and write with greater proficiency, and should learn other languages more readily. Moreover, in all Classical studies courses, the knowledge students gain of the literature, mythology, and art as well as of the commercial and social practices of ancient civilizations enables them to better appreciate and respect their own heritage and that of others. The discoveries of archaeology have contributed significantly to our knowledge of the geography and history of the Classical world as well as to our understanding of its culture, particularly its art and architecture. For this reason, archaeology and its developments play an important part in Classical studies.

Course Notes

Through activities such as presentations, reports, debates, and seminars, students learn to work cooperatively, develop thinking and communication skills, and acquire self-confidence. (*The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages*, p. 7)

Traditionally, Classical Civilization courses have primarily focussed on the literature and history of the ancient Greeks and Romans, supplemented by lessons on a variety of related topics, such as mythology, art, or archaeology. The Classical Civilization course, as found in the *Classical Studies and International Languages* policy document, however, is a course about the cultures of the Graeco-Roman world. Culture is reflected in more than literature or history; it is reflected also in the philosophy, religious practices, art, architecture, and archaeological remains of the people of the ancient Mediterranean world. Though literature and history are integral parts of Classical Civilization courses and cannot be ignored, they cannot be the sole purpose of the study of the ancient Greeks and Romans. The Classical Civilization course is designed as a broad survey course and as such, is meant to investigate the cultural achievements of the ancient Mediterranean world which have come to have a pervasive and inestimable effect on the modern world. Therefore, the strands of the course have been chosen to introduce students to the most enduring aspects of ancient culture: mythology; art, architecture, and archaeology; literature; history and geography; and finally, philosophy and religion.

Since classes in Classical studies generally focus on the cultures of ancient Greece and Rome with specific reference to cultures and peoples within the Graeco-Roman world (such as the Celts, the peoples of the regions which become Turkey, the Near and Middle East (Syria, Lebanon, Israel, Iraq, Iran), Armenia, Georgia, Romania, parts of India, Egypt, and all of northern Africa) students who study Classical Civilization, in particular, are introduced to the vast diversity of the ancient world. In addition, students are encouraged to appreciate the linguistic and cultural inheritance of the West, which is attributed to ancient Greece and Rome, and also to demonstrate sensitivity toward, and an appreciation of, the cultures and peoples of a wide geographical region both in ancient times and today. Teachers can

A: Classical Theories of the Origins of the Universe
This section introduces students to the geography, chronology, and mythology associated with ancient Greek theories of the origins of the universe, using such sources as Hesiod and Homer. The concepts of myth (e.g., what is myth?), pre-history, and the genealogy of the gods are explored.

B: The Minoans
In this section, students are introduced to the art, architecture, and archaeology (including the excavations of Arthur Evans) of the Minoan civilization. Minoan culture, aspects of religion, and the correlation with later Greek mythology and civilization are also explored. In addition, the theories regarding the fall of Minoan civilization after the eruption of Thera are discussed.

C: The Mycenaeans
The culture of the Mycenaeans is explored here through their architecture, related mythology, and the archaeological evidence of Mycenaean sites including tombs and artifacts. In addition, their connection to other cultures within the Mediterranean world at this time is explored, as well as their influence on later Greek civilization.

D: The Trojan War
This section presents the historical and archaeological record of the Trojan war, particularly Heinrich Schliemann's excavation, in connection with the associated mythology (the Apple of Discord, The Decision of Paris, the Abduction of Helen and so forth) and the representation of these events in Homer's *Iliad* and *Odyssey*. The representation of the Trojan War in later Greek and Roman art (the Laocoon group, Aeneas and Anchises sculpture, etc.), and literature (e.g., *Trojan Women, Iphegenia at Aulis, Aeneid*, etc.) may also be explored.

Unit 2 – Archaic, Classical, and Hellenistic Greece

This is the most expansive era of Greek culture for which much archaeological, artistic, literary, and historical evidence exists. In order to make manageable the abundance of content available, this time period has been sub-divided into three sections as follows:

A: Archaic Greece
Here, archaic Greek art (particularly pottery and statuary) is presented, along with the development of archaic Greek government, the origins of philosophy, temple construction, and early Greek literature. At this time in history, Greek culture truly emerged from the Dark Ages following the fall of the Mycenaean and Minoan civilizations.

B: Classical Greece
The Classical period marks the peak of the Greek civilization in such areas as drama, literature, art, archaeology, religion, philosophy, and government. It marks the defining moment in the evolution of Greek culture, which has had an enormous and enduring effect on later Western cultures. Teachers would likely spend the majority of the time allocated for this section teaching the topics within this unit.

C: Philip of Macedon and Alexander the Great
Under Philip of Macedon, the Greek city-states were united for the first time, constituting a significant shift in Greek politics, linguistic influence (since Greek became a world language at this time), and culture, continued by Alexander. The expansion of Alexander's empire, and its subsequent dissolution, represent an important milestone in the Greek world.

Unit 3 – Rome and Its Empire

In the past, Classical Civilization courses have tended to focus on Greek culture and civilization. The Romans, however, exerted an equally important influence on the development of the Western world. Therefore, it is imperative to investigate Roman civilization as the vehicle for the transference of Mediterranean culture to later societies. The span of the Roman Empire, again, is vast, and so the following division of topics has been provided to assist teachers in approaching the scope of this civilization.

A: Early Rome and the Etruscans

The significant role of the Etruscans in the development of the early history of Rome is crucial to an understanding of later Roman culture and society. Students learn about the important Etruscan influence on Roman politics, religion, mythology, entertainment, and urban design.

B: Republican Rome

Rome's early identity as a strong Republic continued to express itself even as it became an Empire. In this section, students learn about the development of Roman Republican government and law, architecture, literature, religion, geography, military, and the way in which Roman culture expanded beyond Italy to reach throughout the Western world.

C: The Roman Empire

Rome made some of its greatest achievements as an Empire, as evidenced by the huge variety of literary, historical, architectural, and archaeological sources. This section offers rich opportunities for students to explore the tremendous range of topics from the Imperial period and to enhance their understanding of the culture's significant influence on the development of the Western world. If time permits, students can be exposed to the complexities of the end of the Empire, and to its division into two parts, including the impact of other forces, such as the rise of Christianity, the barbarian invasions, and the metamorphosis of the East into the Byzantine Empire.

Teaching/Learning Strategies

In designing the learning environment for students, teachers must keep a number of factors in mind: the ages of their students, students' abilities and interests, students' prior knowledge, and the requirements of the course in light of the strands and specific expectations. Teachers must also bear in mind the Achievement Chart at the end of the policy document. A well-balanced activity fulfills expectations from more than one strand and provides a greater scope for students to demonstrate the range of their knowledge and skills and allow students to demonstrate their skills in all categories of the Achievement Chart.

The Classical Civilization course may be divided into a series of units which span all of the Strands. Teachers devise a number of activities which appeal to the students in light of their interests and abilities and that enhance the standard lecture, essay, test and quiz format often used in courses of this nature. For instance, teachers may choose to study the Minoans, including myths about Theseus, the art and architecture of the island of Crete, especially Knossos and the history of the Bronze Age Minoans. In addition, they may complete a mapping exercise of the island of Crete and its major sites (Knowledge/Understanding, Application). Teachers could approach this unit in a variety of ways; they could create work sheets to accompany lectures (Communication, Application); they could assign creative writing projects written from the perspective of a Minoan priest or an artisan (Knowledge/Understanding, Thinking/Inquiry, Communication, Application); they could ask the students to recount the myth of Theseus and Ariadne via storytelling (Knowledge/Understanding and Communication), or re-enactment (Knowledge/Understanding, Thinking/Inquiry, Communication, Application). Teachers could also assign a research project based on elements of Minoan religion (Knowledge/Understanding, Thinking/Inquiry, Communication, Application). They could assign seminars on the architecture of the period (Knowledge/Understanding, Thinking/Inquiry,

Communication, Application), or they could assign presentations on a variety of topics which permit students to engage in independent study (Knowledge/Understanding, Thinking/Inquiry, Communication, Application). Teachers can encourage students to conduct research via the Internet, or to create electronic presentations to augment their seminars (Knowledge/Understanding, Thinking/Inquiry, Communication, Application). In addition, teachers could assign students to create games which review the material studied about the Minoans (Knowledge/Understanding, Application). The scope of the Classical Civilization course permits teachers to use a wide variety of activities in order to communicate the material.

Activities such as those mentioned above allow students to share in the presentation of course material so that the course is not all teacher-directed. Such activities also enhance the atmosphere of the Classical Civilization course and provide students with the opportunities to practise skills useful for a number of other subject areas. Teachers may wish to consult the Ancient Culture units contained within the Course Profiles for Classical Languages, Levels 1 and 2 for supplementary resources, materials, or activities which can be adapted easily to a Grade 12 Classical Civilization course.

An activities-oriented approach to teaching requires teachers to pay particular attention to health and safety considerations. For instance, teachers using food in an activity should be aware of any allergies or other medical conditions within the classroom. If an activity requires students to engage in physical activity, teachers should review proper behaviour and safety practices. Teachers should ensure that any materials used for re-enactments, for instance, are safe and appropriate to the students' ages. As always, teachers must pay particular attention to students with special needs.

Assessment & Evaluation of Student Achievement

The purpose of all assessment and evaluation is to improve student learning; that is its ultimate goal. Therefore, teachers are encouraged to use a wide range of diagnostic, formative, and summative assessment activities that appeal to the students' learning needs and that provide students with the opportunities to practise their skills, consolidate their knowledge, and demonstrate skills on a number of occasions throughout the course. In this way, teachers can provide students with an evaluation of their accomplishments which is fair and accurate.

Teachers can use the activities described in the Teaching/Learning Strategies section as assessment strategies; therefore, the activities can be evaluated to ascertain students' achievement and ultimately their final grades. A well-balanced learning activity can fulfill expectations for more than one Strand and reinforce skills which fall into more than one category of the Achievement Chart. For instance, a group seminar presentation on the Mycenaeans may require students to research various topics (e.g., art, architecture, archaeology, geography, mythology, etc.). Students may then prepare handouts, an electronic presentation, and make an oral report based on their research. In the process, they will achieve specific expectations from three strands: Mythology; Art, Architecture, Archaeology; History and Geography. The skills required for this activity can be located in all four categories of the Achievement Chart. On the other hand, a simple story-telling exercise requiring a student to recount a myth demonstrates knowledge and skills which may be located in the Knowledge/Understanding and Communications categories of the Achievement Chart. Thus, it is essential that teachers use care both in designing assessment strategies and tools for evaluating them.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Teachers should ensure, as well, that the final summative assessment for the course reflects all the Strands. In addition, they should ensure that they include strategies used to teach the specific expectations throughout the course when designing the final assessment. The final summative assessment may involve a mixture of assessment strategies used throughout the term in concert with a formal exam.

Teachers, therefore, can assign a project or essay to accompany the formal written exam. Once again, the content and skills of all Strands and expectations are to be evaluated in the final summative assessment. By using similar assessment activities as part of the final exam, the final assessment will then reflect the Achievement Chart. Teachers should consult *Program Planning and Assessment 2000* in order to clarify any questions or concerns.

Accommodations

All students who have been identified with an exceptionality will have an Individual Education Program (IEP). Teachers should consult individual student IEPs for specific direction on accommodation for individuals. The wide variety of activities and topics within this course makes it amenable to accommodation for exceptional students.

Accommodations for students having special needs can be made at various stages in this unit. Teachers should approach the activities in this document always keeping in mind the specific needs of students within their own classrooms.

Visual Impairment

Students with visual impairments can be provided with large print versions of written and textual materials or with Braille versions, as available. Students having access to computer technology can be provided with textual material on disk, which can be viewed in magnification or read by an electronic voice. Oral testing can be provided to these students, avoiding the need for written assessment or additional time can be given. "Note buddies" or "peer mentors" could be provided to assist these students with note-taking, organization, or group activities. Where slides or videos are used, large-screen televisions can assist those with limited sight in viewing films; slides can be enlarged by placing the projector at a greater distance from the screen. In each case, the teacher should ensure that sufficient aural information accompanies the visuals.

Hearing Impairment

Students with hearing impairments can be seated at the front of the class to allow them to lip read the teacher's speech, or to increase the efficiency of their hearing. In addition, these students can make use of technological hearing devices accompanied by a microphone worn by the teacher. Signers may be available to assist students in their learning. "Note buddies" or "peer mentors" could be provided to assist these students with note-taking, organization, or group activities.

Other Physical Impairments

Students with other physical impairments can be accommodated within an individual school or classroom setting by adjusting the classroom arrangement, such as the arrangements of desks, to facilitate the presence of students in wheelchairs, for example. The special education guidelines, parent(s)/guardian(s), and the student himself or herself, can provide the best information on how this is to be done.

Giftedness

Enrichment can be offered within each activity of the unit to provide a more fulfilling experience. Such accommodations could include more challenging independent research projects requiring a more in-depth analysis, video-making, musical composition, art work, creative writing projects, and the like. Students should be encouraged to use their particular area(s) of giftedness to enhance their learning and meet their potential as fully as possible.

Learning Impairments

Students having learning impairments can be assisted in this course by "peer tutors" and "note buddies" who assist them with organization skills or in the acquisition of new information. Additional time for testing and alternative testing forms can also improve students' success. Computer programs that allow students to work at their own pace and that provide alternate presentation of materials are also available. Teachers may also be required to modify some of the expectations in this unit in order to meet the needs of these students. Teachers should consult their principals in this situation to ensure that the credit is not at risk.

ESL/ELD Students

ESL/ELD students of who have not yet achieved a working proficiency in English may experience extreme difficulty in studying Classical Civilization. Computer programs that assist students in learning the elements of mythology, geography, and history, for example, can be incorporated in order to assist them with this process. Additional time for tests, assignments, and other evaluations would also benefit these students and increase their success. In addition, peer mentors can be provided to assist ESL/ELD students in their learning. As well, books on tape could be useful ancillaries for these students. Dictionaries connecting the student's original language to English can be used on tests, for example, to assist these students.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and web sites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy license and that this license covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the proper public performance videocassette license from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

This collection of resources is organized into categories containing publications helpful to teachers of Latin and ancient Greek in teaching about ancient cultures. Some books have been cross-listed because they fit into several categories.

The Ontario Classical Association is a teacher resource that provides mentorship information for new teachers as well as useful resources: http://www.ontclassics.org

General Information

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Websites

It is recommended that teachers refer to their board's protocols regarding the use of Internet resources by students to determine in what way they should use the following sites.
The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Latin/Classics Organizations

Ontario Classical Association – http://www.ontclassics.org

American Classical League – http://www.aclclassics.org/

Websites for the Classics – http://www.centaursystems.com/sites.html

Electronic Resources for Classicists – http://www.tlg.uci.edu/~tlg/index/resources.html

Greece

I: The Ancient Gods

– http://www.hol.gr/greece/ancgods.htm – An overview of the ancient gods

– www.mythweb.com – This site is devoted to the heroes, gods, and monsters of Greek mythology.

– www.princeton.edu/~rhwebb/myth.html
A supplement to a course on Classical Mythology at Princeton University

– www.web.uvic.ca/grs/bowman/myth/
This site is designed to draw together the ancient texts and images available on the Web concerning the major figures of Greek and Roman mythology.

– www.lib.haifa.ac.il/www/art/mythology_westart.html
The object of this project – Mythmedia – is to form a collection of art images relating to Classical mythology. This collection consists of scanned images from various periods of Western art which depict the deities and heroes mentioned in Homer.

II: Ancient Greek Civilization
– http://www.best.com/~swanson/greece/eg_greece_menu1.html
Learn about Greek land and resources, culture, mythology, daily life, mathematics, and more.

III: The Ancient Greek World
– http://www.museum.upenn.edu/Greek_World/Index.html
Visit the different time periods in Ancient Greek times or visit their daily life (including men's and women's lives, schooling, housing, hunting, and warfare), economy (including coins, trade, and manufacturing), and religion and death (including heroes, banquets, and burials).

IV: The Ancient Greeks
– http://www.arwhead.com/Greeks/ – Culture, people, and history of ancient Greece
– www.perseus.tufts.edu/Texts/chunk_TOC.html – English translations of Greek Literature online

V: The Ancient Olympics
– http://www.perseus.tufts.edu/Olympics/
What sports were at the ancient Olympics? Take a virtual tour and find out.

VI: Cycladic-Minoan-Mycenaean Civilization
– http://www.vacation.net.gr/p/history3.html
Learn more about the history and culture of these ancient Greek civilizations.

VII: Greek Costume Through the Centuries
– http://www.firstnethou.com/annam/costhist.html/
Costumes of Greece from Minoan Civilization, Ancient Greece, Roman times and Byzantium, 16th–18th centuries

VIII: Greek Mythology: A Look Back in Time
– http://library.thinkquest.org/18650/data/lighthome.html
Information on the gods and heroes, constellations, family trees, voyages, monsters, and more
– http://www.hsa.brown.edu/~maicar/index.html – The Greek Mythology Link.

IX: The Greeks: Crucible of Civilization
– http://www.pbs.org/empires/thegreeks/
Learn about famous people in ancient Greece, hear letters of the Greek alphabet pronounced, follow the timeline, or view the animation of the Parthenon. Flash 4 and QuickTime are required for many of the features on this site. Large graphics may lead it to load slowly.

X: Illustrated Encyclopedia of Greek Mythology
– http://www.cultures.com/greek_resources/greek_encyclopedia/greek_encyclopedia_home.html
Click on the letter of the topic in which you are interested and the site will take you there.

XI: Map of Homeric Greece
– http://homer.reed.edu/blueseahomermap.gif
A map of Greece during Homer's time. This link may load slowly.

XII: Odyssey Online: Greece
– http://www.emory.edu/CARLOS/ODYSSEY/GREECE/homepg.html
Ancient Greek daily life, people, mythology, death and burial, and more

XIII: Ships of the Ancient Greeks on the World Wide Web
– http://www.webcom.com/shownet/medea/bulfinch/grkship.html
Images, articles and links to WWW sites

XIV: In the Footsteps of Alexander the Great
– http://www.pbs.org/mpt/alexander/
This PBS site explores this leader's life and achievements. Click on the Overview to review Alexander's life.

XV: Greek Art, Architecture, and Archaeology
– www.geocities.com/Athens/Crete/9169/greek.html – Greek art and architecture.
– www.sas.upenn.edu/~ekondrat/greece.html
Forum Antiquum: a site with links to sites about Greek art, archaeological fieldwork, and museum collections
– www.perseus.tufts.edu/art&arch.html
The Perseus Project's site on Art and Archaeology, with useful links
– www.wings.buffalo.edu/AandL/Maecenas/
Maecenas: Images of Ancient Greece and Rome by Leo C. Curran

XVI: History and Geography
– www.csun.edu/~hcfll004/histlink.html – Greek and Roman History links.
– www.roman-britain.org/main.htm
Chronicles the history of the Roman invasion and the settlement of the island; includes bibliographies, maps, and related references
– www.beyond.fr/villages/marshistory.html – Greek and Roman periods of the history of Marseilles.

XVII: Philosophy and Religion
– www.ancienthistory.about.com/cs/philosophers/index.htm
Links to sites about ancient philosophers
– www.geocities.com/Athens/Delphi/7969/rel_phil.htm – Religion and Philosophy links.

Rome

I: Roman Houses
– http://www.vroma.org/~bmcmanus/house.html – Plan of a Roman house with clickable photos.
– http://library.thinkquest.org/22866/English/Architecture/huizen.html
3-D drawings of a Roman domus
– http://itsa.ucsf.edu/~erikred/brick/classic/acropolis.html
The Acropolis Project is a plan to collect designs for a Greco-Roman LEGO theme.
– http://www.tulane.edu/~spaeth/pompeii2/ComputerProject.html
A university-level project on Roman Houses that may be adapted for high school.
– http://www.emayzine.com/exams/hist3a6.htm
Take a multiple-choice quiz in Roman History and have it marked online!
– http://www.quia.com/dir/latin/
Latin activities including a quiz on the parts of the Roman House
– http://www.btinternet.com/~mrfield/SchoolHist/quizzes/millionaireindex.html
Who wants to be an Historical Millionaire?

II: Roman Daily Life
– http://www.uvm.edu/~classics/life/index.html
Athletics, food, history, holidays, houses and baths, laws, maps, politics, writing, women
– http://members.aol.com/TeacherNet/AncientRome.html
A general site with links
– http://www.britainexpress.com/History/Life_in_Roman_Britain.htm
– http://members.aol.com/Donnclass/Romelife.html
Ancient Rome Daily Life – suitable for younger students

– http://www.iei.net/~tryan/coins.htm – Roman Coins of the Early Empire.

– http://myron.sjsu.edu/romeweb/CUISINE/CUISINE.HTM
Roman Food – part of a larger site on Rome

– http://www.skidmore.edu/academics/classics/courses/hi202/dailylife.html
Includes information on Roman ball games

– http://www.hunterian.gla.ac.uk/HuntMus/romans/ – Romans in Scotland!

– http://www.ablemedia.com/ctcweb/consortium/potterfeature.html
Classics Technology Center - with many links including "Female Gladiator" David Potter's UMich. course on Sport and Daily Life in the Roman World.

– http://www.realm-of-shade.com/RomanaeAntiquae/
"An Informal Look at the Lives of Women in Ancient Rome"

– http://www.legion-fourteen.com/ – "Legion XIIII: Ancient History Brought to Life."

– http://www.brandeis.edu/news/ostrow.html – Roman Latrines

– http://members.aol.com/donnandlee/RomeTest.html
A test on Ancient Rome you may save and modify

– http://www.clubs.psu.edu/aegsa/rome/romec.html – The Roman Calendar

– http://www.proteacher.com/090084.shtml
Lesson plans on a variety of topics for elementary school

Ancient Rome Project
– http://www.best.com/~swanson/rome/eg_rome_menu1.html
Learn about the history of Rome; its army, rites of passage, religion, geography, social structure and daily life.

Antique Roman Dishes - Collection
– http://www.cs.cmu.edu/~mjw/recipes/ethnic/historical/ant-rom-coll.html

Armamentarivm: The Beginners' Guide to Roman Military Equipment
– http://museums.ncl.ac.uk/archive/arma/welc/begin.htm
Frequently asked questions and a virtual visual tour of Roman military equipment

Aspects of Ancient Rome: A Student Gallery
– http://plato.acadiau.ca/courses/clas/provncal/Aspects/home.htm
Profiles of Ancient Roman people, places, historic sites, and more. "This Website is the result of a class project aimed at introducing the study of 'Classics' to high school students."

Chronology: Rome
– http://eawc.evansville.edu/chronology/extract.cgi?place=ro
Timeline of ancient Rome with brief descriptions

Dead Romans: Coins, Virtual Walkthrough of Rome, the Emperors
– http://www.deadromans.com

The Forum Romanum
– http://www.geocities.com/~stilicho/rome.html
Take a virtual tour of Rome; learn about mythology, Latin language, and Roman life

The Forum Romanum: Exploring an Ancient Market Place
– http://library.thinkquest.org/11402/
History and religion, daily life, biographies, and quizzes about the Roman market place

Gods and Goddesses of Rome
– http://www.novaroma.org/religio_romana/deities.html
Descriptions of Roman gods and goddesses with accompanying images

Journey Back in Time to Ancient Rome!
– http://www.richmond.edu/~ed344/webquests/rome/frames.html
This site takes you on a webquest. Find out what the task is and what your role will be!

Maps of the Roman Empire
– http://www.dalton.org/groups/rome/RMAPS.html
Links to various maps related to the Roman Empire

Odyssey Online: Rome
– http://www.emory.edu/CARLOS/ODYSSEY/ROME/homepg.html
Ancient Roman daily life, people, mythology, death and burial, and more

Roma: History and Civilization of the Eternal City
– http://cyberfair.gsn.org/citrag/roma/eng_home.htm
Find out about the era of the republic, the era of the empire, Roman culture (houses, clothes, food, games, and more), religion, history, legends, monuments, economy and political system.

The Romans
– http://www.bbc.co.uk/education/romans/index.shtml
From the BBC education site, this page explains who the Romans were, what the empire and the republic were, and presents the emperors, senators, Roman leisure, education, and religion. Also includes maps.

Roman Military Sites in Britain
– http://www.morgue.demon.co.uk/
An introduction to the fortresses, forts, watchtowers, temporary camps, depots and industrial sites built by the Roman Empire in Britain and background material on the Roman Army and the military history of the province.

Rome Project
– http://www.dalton.org/groups/rome/index.html
Created by the Dalton School in New York City, this site explores Roman politics, literature, philosophy, religion, drama, military and more.

– www.csun.edu/~hcfll004/lit-link.html – Greek and Roman Literature links.

Territorial Expansion of the Roman World
– http://www.acs.ucalgary.ca/HIST/tutor/firsteuro/roman.html
Text provides the background of the Roman expansion from early Roman rule through the late Roman Empire.

Virtual Catalogue of Roman Coins
– http://artemis.austinc.edu/acad/cml/rcape/vcrc/
A virtual tour of Ancient Rome

– http://www.ancientsites.com/xi/activity/tour/index.rage

III: Pompeii and Herculaneum

– http://www.pompeiisites.org/database/pompei/pompei.nsf – The official site of Pompeii

– http://www.harcourtschool.com/activity/pompeii/

– http://www.theplumber.com/pom.html
Pompeii from a plumber's point of view

– http://www.amherst.edu/~classics/class36/usefulres.html
Useful resources for Cynthia Damon's course at Amherst College

– http://www.britannica.com/bcom/eb/article/1/0,5716,62301+1,00.html
Encyclopaedia Britannica on Pompeii

– http://darkwing.uoregon.edu/~atlas/europe/images.html
Photos of various ancient sites including the earthquake bas-relief from Caecilius' house

– http://nw1.newsweek.com/nw-srv/inetguide/iguide_4505345.html
Ratings of and links to Roman sites

– http://www.tulane.edu/lester/text/Western.Architect/Pompeii/Pompeii.html
A selection of photos around Pompeii

– http://users.netaccess.co.nz/chocfish/histpage_pomp00.html
A site from a high school in New Zealand with useful links – including revision games and quizzes that are corrected online

– http://harpy.uccs.edu/roman – Roman Art and Architecture, including Roman painting.

IV: The Forum

– http://jefferson.village.virginia.edu/pompeii/
The Pompeii Forum Project: see the notes for Teachers and Students

– http://www.touritaly.org/pompeii/forum.html
A tour of Italy

– http://www.artsednet.getty.edu/ArtsEdNet/Exhibitions/Trajan/index.html
The Forum of Trajan in Rome: Virtual Reality tour

V: Slaves and Freedmen

– http://bama.ua.edu/~dunla003/ – Slavery in Ancient Rome

VI: Roman Beliefs about Life after Death

– http://www.bowdoin.edu/dept/clas/arch304/lares/index.html – Domestic Religion at Pompeii

– http://www.novaroma.org/religio_romana/afterlife.html – Roman Beliefs about the Afterlife

– http://library.thinkquest.org/3461/roman_g.htm – Roman Religion and its connection to Astronomy

VII: Gladiators

– http://depthome.brooklyn.cuny.edu/classics/gladiatr/index.html – Roman Gladiatorial Games

– http://www.gladiator-thefilm.com/ – About the film

The following three sites give factual background information about the material represented in the film
– http://www.murphsplace.com/gladiator/main.html
– http://www.exovedate.com/the_real_gladiator.html
– http://www.imperiumarts.com/gladiator.htm – Text and good links.

– http://www.vroma.org/~bmcmanus/arena.html – Gladiatorial games.

VIII: Roman Baths

– http://www.bowdoin.edu/dept/clas/arch304/baths/ – Public Baths of Pompeii.

– http://www.romanbaths.co.uk/default.htm – The Baths in Bath, England.

– http://www.artsednet.getty.edu/ArtsEdNet/Resources/Trajan/Lesson6/act3.html
A lesson on baths and the theatre

– http://www.dl.ket.org/latin2/mores/baths/history/index.htm
Computer-generated pictures of each room

– http://www.usask.ca/antharch/cnea/CourseNotes/baths.html
John Porter's course on Roman Baths

IX: The Destruction and Excavation of Pompeii:

– http://www.ibiscom.com/pompeii.htm – The Destruction of Pompeii, 79 AD

– http://volcano.und.nodak.edu/vwdocs/volc_images/img_vesuvius.html
Text and photos of Vesuvius

– http://www.brad.ac.uk/acad/archsci/field_proj/anampomp/excav99.htm
University of Bradford's Summer School in Archaeology, 2001

– http://urban.arch.virginia.edu/~km6e/tech_pres/pompeii/pompeii-home.html#eruption_notes
Technical notes on the eruption of 79 A.D.

– http://vulcan.fis.uniroma3.it/vesuvio/79_eruption.html – The eruption of Mt. Vesuvius

X: Roman Art, Architecture, and Archaeology

– www.geocities.com/Athens/Crete/9169/roman.html – Roman art and architecture

– www.perseus.tufts.edu/art&arch.html
The Perseus Project's site on Art and Archaeology, with useful links.

– www.wings.buffalo.edu/AandL/Maecenas/
Maecenas: Images of Ancient Greece and Rome by Leo C. Curran

– www.acad.depauw.edu/romarch/index.html – Romarch: Roman art and archaeology

Appendix A

Unit Strand Clustering

The following chart offers teachers a scheme for organizing material according to the strands which must be covered within the course. Teachers may wish to present the topics chronologically or according to strand. The times indicated below are approximate; teachers should allot time to each topic as appropriate for their situation. (Teachers who choose to follow a strand-based approach are directed to the time allocation below each strand; teachers who choose to follow a chronological, unit-based approach are directed to the time allocation indicated with each unit.

Strands → **Units** ↓	**Mythology**	**Art, Architecture, Archaeology**	**Literature**	**History and Geography**	**Philosophy and Religion**
Approximate % of course content:	**20%** **(22 hours)**	**25%** **(27.5 hours)**	**25%** **(27.5 hours)**	**15%** **(16.5 hours)**	**15%** **(16.5 hours)**
			Possible Topics for Inclusion		
1A: **(8 hours)** **Classical Theories of the Origins of the Universe**	Theogony, cosmogony (discuss similarities to other myths from around the world); etiological myths		Hesiod's *Theogony*	Map of Classical World; origins and migration patterns of the early Greeks.	Aspects of worship (sacrifice, prayer, construction of sanctuaries, characteristics of deity)
1B: **(10 hours)** **The Minoans**	Heroic quests and labours, Theseus and the Minotaur, Heracles, Perseus, Jason, Atalanta	Minoan palaces, city structure; the role of Arthur Evans	Brief discussion of Linear A and Linear B; the *Argonautica*	Map of Crete, History of Cretan Culture	The Snake Goddess, bull sacrifice, and other aspects of Minoan worship

Appendix A (Continued)

Strands → Units ↓	Mythology	Art, Architecture, Archaeology	Literature	History and Geography	Philosophy and Religion
1C and D: (12 hours) The Mycenaeans and the Trojan War	The Trojan War Liturgical myths	Mycenaean palaces, Cyclopean walls, tholos tombs, shaft graves, Lion's Gate, etc. The site of Troy, ongoing excavations, the role of Schliemann, Dörpfeld, and Blegen	*Iphigenia at Aulis*, *The Iliad*, *The Odyssey* (Homer), *Trojan Women* (consider gender roles, social class, slavery)	Map of Mycenaean settlements in Greece, History of Minoan Culture, Map of Ionian Greece, Troy, and the Eastern Mediterranean; *The Iliad* as history; *The Odyssey* as geography	Mycenaean predecessors of Classical gods and goddesses. The role of the gods in the story of the Trojan war; aspects of worship and sacrifice, concepts of justice and heroism
2A: (12 hours) Archaic Greece	Myths of Orpheus, Demeter, and Dionysus (mystery religions)	Archaic sculpture, pottery, temple design (e.g., Temple of Hera at Olympia), archaic archaeological finds in southern Italy	Homeric Hymns (e.g., Hymn to Demeter), Lyric poetry, Simonides Solon, Sappho, Alcaeus, Herodotus, the *Bacchae*	Map of Greece and its colonies around the Mediterranean and the Black Seas; Development of legal institutions; slavery; development of the Greek army, governmental structure	Pre-Socratic philosophers (Thales, Heraclitus, etc.), mystery religions

Appendix A (Continued)

Strands → Units ↓	Mythology	Art, Architecture, Archaeology	Literature	History and Geography	Philosophy and Religion
2B: (20 hours) Classical Greece	Mythology in Classical literature,	Classical sculpture, temple construction, friezes; comparison of ancient art to Classically-inspired later art; Greek pottery; aspects of culture revealed by archaeology	*Agamemnon*, *Oedipus Rex*, *Medea, the Clouds*, *Lysistrata*, Pindar's *Olympic Odes*	Classical Greek history, rise of democracy, Persian Wars, Peloponnesian Wars, Olympic Games	Classical philosophy – Socrates, Plato, Asclepius and Hippocrates
2C: (8 hours) Philip of Macedon and Alexander the Great		Archaeological excavation of Philip's tomb and of sites in Macedonia	Arrian's *Campaigns of Alexander*; Quintus Curtius' *Life of Alexander*; Theocritus' Idylls	Expansion of the Alexander's Empire, cultural contact, trade routes, etc.	Aristotle – tutor to Alexander; Epicurus; Hellenistic science, mathematics, medicine
3A: (10 hours) Early Rome and the Etruscans	Aeneas and the founding of New Troy, Romulus and Remus; legendary kings of Rome; Tarpeia; Castor and Pollux, Hercules Victor, Pomona and Vertumnus, the Rape of Lucretia	Excavation in Etruria; excavation of early hut settlements on the Palatine hill and Forum Graves	Virgil, Livy	Early Rome – map of Italy, the early Roman village and Etruscan settlements; the ousting of the Etruscan Kings	Adoption of Venus Aesculapius and the creation of the *insula Tiberina*, augury, sacrifices and other acts of worship, Sibylline books…

Appendix A (Continued)

Strands → Units ↓	Mythology	Art, Architecture, Archaeology	Literature	History and Geography	Philosophy and Religion
3B: (14 hours) Republican Rome		*Forum*	Virgil, Plautus and Terence, Catullus, Horace, Cicero, Caesar's *Gallic Wars, Civil Wars*	The foundation of the Republic, the Gracchi, Civil Wars, Julius Caesar and the First Triumvirate, Civil Wars	Lucretius, Cicero
3C: (16 hours) The Roman Empire	Mystery religions	*Ara Pacis*, *Domus Aurea*, *Colosseum*, Imperial *Fora*, *Circus Maximus*, Pantheon, *Prima Porta* Augustus, Mausoleum of Hadrian, underwater excavations in Alexandria, Pompeii, Herculaneum Roman technology	Tacitus, Pliny, Petronius, Seneca, Martial, Juvenal, Apuleius	Julio-Claudian and other Emperors; the expansion of the Roman Empire. Barbarian invasions, Vandals, the division of the Empire	Imperial cults and the Deification of Emperors; Mithraism, Judaism Christianity, worship of Isis, Marcus Aurelius' *Meditations*, Constantine the Great (and his mother, St. Helena). Schism within the Church; the philosophies of St. Augustine and Boethius

Coded Expectations, Classical Civilization, Grade 12, University Preparation, LVV4U

Mythology

Overall Expectations

MYV.01 · demonstrate an understanding of the characteristics and functions of myths;
MYV.02 · explain the impact of mythology on the arts (e.g., literature, music, sculpture, painting) and the sciences (e.g., psychology, astronomy);
MYV.03 · apply their knowledge of Latin and/or ancient Greek in the study of mythology (e.g., in examining the names of gods and heroes, and place names such as Hades, Tartarus, Elysium).

Specific Expectations

MY1.01 – describe some of the essential aspects and characteristics of myths (e.g., myths originate in a culture's oral traditions; they reflect aspects of culture, especially religious beliefs);
MY1.02 – identify different types of myth (e.g., heroic quests, creation myths) and explain their significance, orally and in writing;
MY1.03 – trace English words used in the study and discussion of mythology to their Latin and ancient Greek roots (e.g., *myth* comes from the Greek word *mythos*; *etiological* comes from the Greek words *aitia* and *logos*);
MY1.04 – identify and demonstrate an understanding of aspects of modern culture that show the influence of myths (e.g., some of Freud's theories) as well as some universal character traits and personality types by applying their knowledge of classical mythology (e.g., explain Freud's use of classical mythology);
MY1.05 – compare classical myths of various types (e.g., creation myths, myths of heroic quests) with the myths of other cultures;
MY1.06 – show an understanding of the myths studied by expressing personal interpretations orally (e.g., in group discussions, dramatizations, presentations, skits) and in writing (e.g., in journals, plays, and essays);
MY1.07 – identify elements of classical mythology in art (e.g., in paintings, mosaics, sculptures), literature, and music.

Art, Architecture, and Archaeology

Overall Expectations

AAV.01 · identify a variety of styles and features in art and architecture, and define the terms used to describe and study them;
AAV.02 · apply knowledge gained through the study of archaeological findings in their exploration of daily life and culture in classical times.

Specific Expectations

AA1.01 – identify correctly different architectural features and explain their functions (e.g., the different orders of columns; parts of classical houses and public buildings; different types of arches and their uses);
AA1.02 – define architectural terms (e.g., *pediment, stylobate, portico, column, peristyle*) taken directly from ancient Greek (e.g., *stylobaton, peristylion*) and Latin (e.g., *porticus, pedimentum, columna*);

AA1.03 – demonstrate knowledge of some of the ways in which classical architecture influenced later building styles and engineering developments (e.g., identify examples of classical style in local architecture);
AA1.04 – describe various pottery styles (e.g., black figure, red figure, *krater, kylix*) and explain the uses of the artifacts that exemplify them in projects and presentations involving the use of slides or photographs;
AA1.05 – show an understanding of different styles of sculpture (e.g., Orientalized, archaic, classical, Hellenistic, Roman) in a variety of activities (e.g., slide/picture identification, creation of replicas, presentations);
AA1.06 – explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in the society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;
AA1.07 – apply their knowledge of archaeological discoveries to classical literature (e.g., apply knowledge of the findings at Troy to explore and understand the importance of the *Iliad*).

Literature

Overall Expectations

LTV.01 · demonstrate knowledge of a variety of genres and themes in classical literature, as well as an understanding of Latin and ancient Greek terms used in literature;
LTV.02 · identify the similarities between the themes and genres of classical literature and those that appear in the literature of later cultures;
LTV.03 · identify some of the ways in which classical literature has influenced the literature (e.g., plays, poetry, novels) and other art forms (e.g., sculpture, painting) of later cultures.

Specific Expectations

LT1.01 – explain literary terms taken directly from ancient Greek and Latin (e.g., *deus ex machina, dramatis personae, exit, exeunt*);
LT1.02 – read classical works and analyse them with reference to plot, characterization, and stylistic devices (e.g., use of metaphors, similes, allusions, personification, foreshadowing);
LT1.03 – trace the development of themes in a play or other work of literature;
LT1.04 – explain the relationship between the literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
LT1.05 – show a critical understanding and appreciation of the works studied (e.g., write a book report; compare Roman love poetry to Shakespearean sonnets; compare classical authors to each other);
LT1.06 – interpret later works of art (e.g., Renaissance paintings on classical themes; operas based on classical literary figures) by relating the works to classical literature;
LT1.07 – show an understanding of the works studied by expressing personal responses in writing (e.g., write a journal commenting on the changing role of women in ancient Greece or Rome; write from the point of view of a character in a work studied; write newscasts describing specific events in ancient times).

History and Geography

Overall Expectations

HGV.01 · apply knowledge of history and geography to the materials studied in class;
HGV.02 · demonstrate an understanding of classical history and geography;
HGV.03 · demonstrate an awareness of cultures that were contemporary with those of ancient Greece and Rome;
HGV.04 · apply knowledge of classical political and social institutions to an understanding of other societies.

Specific Expectations

HG1.01 – identify correctly the geographic location of places in the classical world (e.g., locate places mentioned in literature, mythology, and history);
HG1.02 – explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;
HG1.03 – show an understanding of the relationship between the history, geography, and literature/mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean; outline the connection between the *Aeneid* and the Punic Wars);
HG1.04 – show the relationship between the societies of ancient Greece and Rome and the societies of other ancient civilizations (e.g., Egyptian, Hebrew, Chinese, Mayan, and Indian societies) in a variety of projects;
HG1.05 – define the term *classical studies* as it pertains to the world of the Greeks and Romans and other ancient cultures;
HG1.06 – demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages;
HG1.07 – demonstrate knowledge of the influence of classical political, legal, and cultural institutions on later societies (e.g., the widespread adoption of democracy, Canada's legal system);
HG1.08 – explain the origins, in ancient Greek and Latin, of terms used in history, law, politics, and geography (e.g., *democracy, history, geography, modus operandi*).

Philosophy and Religion

Overall Expectations

PRV.01 · demonstrate an understanding of various philosophies and religions found in ancient Greece and Rome;
PRV.02 · explain ancient Greek and Latin philosophical and religious terms;
PRV.03 · demonstrate an understanding of the influence of the philosophies and religions of ancient Greece and Rome on classical and other societies.

Specific Expectations

PR1.01 – identify key figures and theories in the development of classical philosophies (e.g., Socrates, Plato, Aristotle, Epictetus, Marcus Aurelius, Boethius, the theory of forms, Epicureanism, Stoicism);
PR1.02 – demonstrate an understanding of philosophical terms derived from ancient Greek and Latin (e.g., *idea, psyche, summum bonum*);
PR1.03 – apply an understanding of classical philosophy to classical history and literature (e.g., examine the influence of Stoicism on Marcus Aurelius' term as emperor; outline the role of Platonic philosophy in the development of formal education; explain Aristotle's role as tutor of Alexander the Great) in a variety of activities (e.g., debates, discussions, presentations, creative projects);

PR1.04 – analyse the role of philosophy in the development of scientific thought (e.g., examine the origins of the Hippocratic oath, the development of Democritus' theory of the atom, Aristotle's organization of the natural world) in a variety of activities (e.g., research projects, seminars, creative projects);
PR1.05 – identify and describe the different religions found in the ancient world (e.g., mystery religions, Mithraism, Judaism, Christianity, the celebration of the Eleusinian mysteries, state religion, the worship of Isis and other mythological deities);
PR1.06 – demonstrate an understanding of Latin and ancient Greek religious terms (e.g., *Pontifex Maximus, augur, liturgia*);
PR1.07 – compare religious beliefs and myths in the ancient world (e.g., relate myths of creation to the Eleusinian mysteries, the worship of Dionysus, and the worship of the Magna Mater);
PR1.08 – compare the religions and myths of the classical world to those of other cultures;
PR1.09 – analyse the influence of religion on classical culture (e.g., emperor-worship; the amalgamation of deities from different cultures; the adoption of Christianity by the Roman Empire) in a variety of activities (e.g., discussions, research projects, and seminars).

Unit 3: Rome and Its Empire

Unit Description

In the past, Classical Civilization courses tended to focus on Greek culture and civilization. The Romans, however, exerted an equally important influence on the development of the Western world. Therefore, it is imperative to investigate Roman civilization as the vehicle for the transference of Mediterranean culture to later societies. The span of the Roman Empire, again, is vast, and so the following division of topics has been provided to assist teachers in approaching the scope of this civilization.

A: Early Rome and the Etruscans

The significant role of the Etruscans in the development of the early history of Rome is crucial to an understanding of later Roman culture and society. Here, students learn about the important Etruscan influence on Roman politics, religion, mythology, entertainments, and urban design.

B: Republican Rome

Rome's early identity as a strong Republic continued to express itself even as it became an Empire. In this section, students learn about the development of Roman Republican government and law, architecture, literature, religion, geography, military, and the way in which Roman culture expanded beyond Italy to reach throughout the Western world.

C: The Roman Empire

Rome made some of its greatest achievements as an Empire, as evidenced by the huge variety of literary, historical, architectural, and archaeological sources. This section offers rich opportunities for students to explore the tremendous range of topics from the Imperial period and to enhance their understanding of the culture's significant influence on the development of the Western world. If time permits, students can be exposed to the complexities of the end of the Empire, and to its division into two parts. The impact of other forces, such as the rise of Christianity, the barbarian invasions, and the metamorphosis of the East into the Byzantine Empire is explained.

Unit Synopsis Chart

	Activity	Learning Expectations	Assessment Categories	Tasks
1	Excavations in Etruria (recommended starting point)	AAV.01; AAV.02; HGV.01; HGV.02; PRV.01; PRV.02 AA1.01; AA1.02; AA1.05; AA1.06; HG1.01; HG1.02; HG1.03; HG1.06; HG1.07; PR1.05; PR1.06; PR1.07	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Research Project, 3-D Model Project, Oral Presentation, Test
2	"Are We There Yet?" Creating a Map of Odysseus' and Aeneas' Voyage	MYV.01; MYV.02; MYV.03; AAV.01; AAV.02; LTV.01; HGV.01; HGV.02; HGV.03 MY1.01; MY1.02; MY1.06; MY1.07; AA1.06; AA1.07; LT1.04; HG1.01; HG1.02; HG1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Topographical Map, Test

	Activity	Learning Expectations	Assessment Categories	Tasks
3	"And That's the Way It Is … Was" - Newscasts From the Past	MYV.01; AAV.01; AAV.02; LTV.01; HGV.01; HGV.02; PRV.01; PRV.02. MY1.06; AA1.01; AA1.06; LT1.04; LT1.05; HG1.01; HG1.02; HG1.03; HG1.06; PR1.08	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Oral Presentation, Newspaper Activity, Test
4	"Tragedy Tomorrow, Comedy Tonight" – Roman Entertainments	LTV.01; HGV.01; HGV.02. LT1.01; LT1.02; LT1.03; LT1.04; LT1.05; LT1.07; HG1.01; HG1.03; HG1.06	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Reading and Analysis of an Ancient Play, Dramatization, Written Summary, Test
5	"A Mile in Their Sandals" - Writing Role	MYV.01; AAV.01; AAV.02; LTV.01; HGV.01; HGV.02; PRV.01; PRV.02. MY1.06; LT1.03; LT1.04; LT1.05; LT1.07; HG1.01; HG1.03; HG1.06; PR1.03; PR1.08	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Research Paper, Presentation, Creative Writing, Test
6	Interview With Emperor	AAV.01; AAV.02; LTV.01; HGV.01; HGV.02; PRV.01; PRV.02 AA1.05; LT1.04; LT1.05; LT1.07; HG1.02; HG1.06; PR1.03; PR1.08	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Oral Presentation, Written Formal Research Paper, Test
7	"Rome Is Where the Heart Is" – The Archaeology of Rome	MYV.01; MYV.02; AAV.01; AAV.02; HGV.01; HGV.02 AA1.01; AA1.02; AA1.06; HG1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Research Report, 3-D Model, Oral Presentation, Test

Prior Knowledge & Skills

No prior knowledge of the specific subject material of this unit is assumed. The prerequisite is Grade 10 Academic or Applied English but some students may also have completed from one to three years of a Classical Language course and Grade 11 English. Students must understand the requirements of preparing and writing research papers as well as oral presentation techniques. They are assumed to know how to take notes from lectures and be able to read a variety of materials and make appropriate notes, and work both independently and in groups. This unit strives to reinforce and practise these skills. Teachers must be prepared to review and possibly teach these skills when it is apparent that their students lack sufficient background.

Planning Notes

Teachers must gather a series of slides, pictures, overheads, maps, in addition to anthologies of original Classical authors, and other ancillaries which will help them teach the various components of the unit on the Romans. They may wish to create worksheets and question sheets for any literary works studied in addition to rubrics for the various assessments.

Teachers are not expected to teach every activity in this unit. Rather, they should carefully choose the ones that satisfy their students' needs and interests. The unit is 40 hours in length; teachers should select three to four activities that will fill this time allotment. They should follow the specific expectations as these will guide them as to the content and will help them develop their lectures, lessons, and related activities. Also, teachers should ensure that they include as much etymology of appropriate terminology as possible. Finally, it is recommended that teachers choose Activity 1, Excavations in Etruria, as a starting point for the unit.

Accommodations

See the comprehensive list of accommodations in the Course Overview.

Resources

An extensive list of resources, listed by strand, is provided in the Course Overview.

Activity 1: Excavations in Etruria

Description

This activity is intended to be done at the end of the unit on Etruscans. Students are asked to consider the Etruscan origins of Roman culture taught in class and express what they have learned in a creative/ artistic way. This activity brings the Etruscan culture to life for students by having them recreate significant archaeological remains in their own classroom.

Specific Expectations

AA1.01 - identify correctly different architectural features and explain their functions (e.g., the different orders of columns, parts of Classical houses and public buildings, different types of arches and their uses);

AA1.02 - define architectural terms (e.g., *pediment*, *stylobate*, *portico*, *column*, *peristyle*) taken directly from ancient Greek (e.g., *stylobaton*, *peristylion*) and Latin (e.g., *porticus*, *pedimentum*, *columna*);

AA1.05 - show an understanding of different styles of sculpture (e.g., Orientalized, Archaic, Classical, Hellenistic, Roman) in a variety of activities (e.g., slide/picture identification, creation of replicas, presentations);

AA1.06 - explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological excavation;

HG1.01 - identify correctly the geographic location of places in the Classical world (e.g., locate places mentioned in literature, mythology, and history);

HG1.02 - explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;

HG1.03 - show an understanding of the relationship between the history, geography, and literature / mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean, outline the connection between the *Aeneid* and the Punic Wars);

HG1.06 - demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages;
HG1.07 - demonstrate knowledge of the influence of Classical political, legal, and cultural institutions on later societies (e.g., the widespread adoption of democracy; Canada's legal system);
PR1.05 - identify and describe the different religions found in the ancient world (e.g., mystery religions, Mithraism, Judaism, Christianity, the celebration of the Eleusinian mysteries, state religion, the worship of Isis, and other mythological deities);
PR1.06 - demonstrate an understanding of Latin and ancient Greek religious terms (e.g., *Pontifex Maximus*, *auger*, *liturgia*);
PR1.09 - analyse the influence of religion on Classical culture (e.g., emperor-worship, the amalgamation of deities from different cultures, the adoption of Christianity by the Roman empire) in a variety of activities (e.g., discussions, research projects, and seminars);

Prior Knowledge & Skills

Students are able to conduct research and give a formal presentation.

Planning Notes

Teachers should consider the various options below and gather, or direct students to gather, a variety of art materials for this activity (e.g., air-dry clay, stir sticks, spoons, pencils, markers, paint and paint brushes, butcher paper or canvas, etc.).
Teachers prepare clear (perhaps written) instructions and the rubric which will be used.
Teachers may wish to seek assistance from their schools' art or computer teachers.
They collect a variety of pictures of Etruscan tomb paintings which can be made into overheads, slides, or electronic presentations.
This activity is best done as an in-class group learning activity, or as a marked group project.
Teachers arrange library time for students to research their projects.

Teaching/Learning Strategies

- Teachers introduce students to the Etruscans and show their importance to early Rome's development in terms of its art, and political and religious innovations. The Etruscans had an enduring impact on the development of Rome and its institutions. Teachers should focus on the geography of Etruria and its progression from the Villanovan culture of the Iron Age, including its trade conducted with the Greeks of Magna Graecia. Teachers should provide a map of Italy, detailing Etruscan sites. They should also address the question: where did the Etruscans come from? Teachers must emphasize that, since the Etruscan language cannot be translated, scholars can only rely on archaeological evidence for information. Teachers should also note the wide range of scholars' theories about the origins of the Etruscans.
- Teachers discuss the importance of archaeological remains and artifacts as methods of determining important information about the Etruscans, such as social class, gender roles, family structure, and religious attitudes (particularly life after death). Teachers show slides, overheads, or pictures from books of various tombs highlighting decoration and the attendant messages. In addition, teachers show pictures of sarcophagi, and funerary artifacts, such as personal items, mirrors, jewellery, etc.
- Students may choose topics, or teachers may wish to assign them as appropriate to the classroom situation. Depending on which option teachers choose, they may wish to divide students into groups and organize each group's (or individual's) contribution to the creation of the artifacts listed above. Some projects may best suit an individual performance; teachers may wish to organize projects according to this qualification.
- To recreate an Etruscan sarcophagus (the majority of these were actually small ossuaries) students will need access to pictures of sarcophagi, air-dry clay, and sculpting tools (e.g., stir sticks, spoons, pencils).

- To recreate an Etruscan tomb painting, students make an overhead copy of paintings they wish to replicate, and project them onto large butcher paper or drop sheets taped to the wall. Students can then trace the outlines of the figures along the projected lines. When the outlines have been made, students can then paint the figures with the appropriate colours and add detail as they require. There should be one painting on each wall to represent accurately the decoration of an Etruscan tomb.
- When each recreation has been finished, teachers and students arrange the room so that it takes on the approximate look of an Etruscan tomb. At this time, students deliver a brief oral report on their project.
- To allow students to experience the artistic ambiance of Etruscan archaeological remains, teachers could re-enact an Etruscan funerary banquet, arranging for the projects to be finished, and the students to bring in a variety of foods and appropriate beverages (e.g., *ova diabola*, *mala*, *olivae et vinum falsum*, etc.) similar to those which the Etruscans may have consumed. Teachers are cautioned to review the rules of safety for a re-enactment and they must ensure that all food allergies have been recognized. (Teachers may refer the Course Profile for Classical Languages, Level 1 for an outline of a banquet simulation.)

Assessment & Evaluation of Student Achievement

- **Formative:** Teachers observe students as they work independently or in groups to remediate problems and ensure successful group dynamics.
- **Summative:** Teachers evaluate the project (painting, 3-D model, etc.) and the oral presentation according to the rubric provided in advance. (**Note:** Individual student contribution to the project must be assessed separately if the project is to be used for summative purposes.
    - Students respond to test and exam questions on the material learned.

Activity 2: "Are We There Yet?" – Creating a Map of Odysseus' and Aeneas' Voyage

Description

The purpose of this activity is to consolidate the geography of the Mediterranean by locating important archaeological sites and to link these to the literature of the *Odyssey* and *Aeneid* by comparing the routes of Odysseus and Aeneas. In addition, the activity reinforces the understanding of the cultural diversity of the Mediterranean world, e.g., that ancient peoples settled in a variety of locations and frequently mixed with others, causing elements of their cultures to be widespread.

Specific Expectations

MY1.01 - describe some of the essential aspects and characteristics of myths (e.g., myths originate in a culture's oral traditions; they reflect aspects of culture, especially religious beliefs);
MY1.02 - identify different types of myth (e.g., heroic quests, creation myths) and explain their significance orally and in writing;
MY1.06 - show an understanding of the myths studied by expressing personal interpretations orally (e.g., in group discussions, dramatizations, presentations, skits) and in writing (e.g., in journals, plays and essays);
MY1.07 - identify elements of Classical mythology in art (e.g., in paintings, mosaics, sculptures) literature and music;
AA1.06 - explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in the society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;
AA1.07 - apply their knowledge of archaeological discoveries to Classical literature (e.g., apply knowledge of the findings at Troy to explore and understand the importance of the *Iliad*);

LT1.04 - explain the relationship between literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
HG1.01 - identify correctly the geographic location of places in the Classical world (e.g., locate places mentioned in literature, mythology, and history);
HG1.02 - explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;
HG1.03 - show an understanding of the relationship between the history, geography, and literature / mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean; outline the connection between the *Aeneid* and the Punic Wars).

Prior Knowledge & Skills

Students are assumed to have acquired an understanding of the geography of the Mediterranean, as well as the ability to use an atlas and read a map. In addition, this activity presumes that the students have studied *The Odyssey* in the previous Greek unit and have already completed basic geographical surveys of the archaeological sites.

Planning Notes

Teachers acquire transparencies of the Mediterranean world (see Richard J. A. Talbert *Atlas of Classical History* in the Resource list), as well as have access to an appropriate number of atlases, and arrange to have a large map of the Mediterranean on an overhead or on display at the front of the classroom. They may wish to coordinate this activity with the Geography department at their schools to access maps and atlases, as well as the Computer or Art department which may be interested in designing a joint project (since this activity could also be done as a computer graphics or website project). Teachers will need to organize materials for the construction of the topographical map (e.g., paper, flour, and water for *papier maché*, or such materials as "Paperclay" or "Model Magic," foam board, cardboard, paint, markers, glue, etc.).

Teaching/Learning Strategies

- Teachers review the geography of the Mediterranean world in the previous Greek unit.
- Teachers review the journey of Odysseus with the class, brainstorming with the students the possible locations he visited during his ordeals. Students mark their maps with indications of these sites. (This part of the activity could be done in advance, when *The Odyssey* [or selections thereof] is originally studied.)
- Teachers introduce the *Aeneid* to the class. The focus of this activity is not the intensive study of the *Aeneid* but rather a survey of it from a geographical and historical perspective. This activity is intended to accompany the students' reading of the epic (or selections thereof). As the class studies the *Aeneid*, teachers assist students in labelling the sites which Aeneas visits. Teachers may choose to read the *Aeneid* as an entire work; this will depend, however, on the ability level of the students and the time available for such an exercise. It may be advisable for teachers to create a series of comprehension questions to accompany the epic. An alternative method is to divide the students into groups and have each group present a book of the work to the class. Teachers may, instead, choose a selection of books about the *Aeneid* to read to rather than the original in its entirety. It is very important that teachers explain historical allusions, review mythological allusions, and explore elements of Augustan propaganda which appear in the epic.

- Teachers provide students with the assignment outline and rubric and divide the students into groups. Students conduct research into the archaeological sites and topography of the Mediterranean. (Teachers direct students to try and deduce where mythological places may have been, such as the island of Circe, the Sirens, the location of Scylla and Charybdis.) They then create a topographical map of the Mediterranean world, representing each major site of the epic, and those encountered by Odysseus and Aeneas. Students distinguish between Odysseus' journey and Aeneas' journey by using different colours of lines, and different symbols, to represent the journey of each hero on the map.

Assessment & Evaluation of Student Achievement

- **Diagnostic:** Teachers review Odysseus' journey, and in this way assess students' recollection of Mediterranean geography.
- **Formative:** Teachers observe students as they label their maps to ensure that they are not having difficulty locating sites.
  Teachers conference with students as they conduct research into the archaeological sites.
  Teachers guide students in their reading of the *Aeneid* and clarify any difficulties the students encounter by correcting answers to their questions, or by engaging in class discussion.
- **Summative:** Students create a topographical map of the Mediterranean featuring archaeological sites as well as those visited by Odysseus and Aeneas with representations of the perils they encountered.
  - Students respond to test or exam questions where they must label maps of the Mediterranean world with appropriate Classical sites.

Activity 3: "And That's the Way It Is ... Was" – Newscasts From the Past

Description

The purpose of this activity is to allow students to research independently and present elements of the early history and associated mythology of Rome in a unique way. In this small group activity, students are asked to create a newscast based upon various aspects of the course content.

Specific Expectations

MY1.06 - show an understanding of the myths studied by expressing personal interpretations orally (e.g., in group discussions, dramatizations, presentations, skits) and in writing (e.g., in journals, plays and essays);
AA1.01 - identify correctly different architectural features and explain their functions (e.g., the different orders of columns; parts of Classical houses and public buildings; different types of arches and their uses);
AA1.06 - explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;
LT1.04 - explain the relationship between literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
LT1.05 - show an understanding of the works studied by expressing personal responses in writing (e.g., write a journal commenting on the changing role of women in ancient Greece or Rome; write from the point of view of a character in a work studied; write newscasts describing specific events in ancient times);
HG1.01 - identify correctly the geographic location of places in the Classical world (e.g., locate places mentioned in literature, mythology, and history);

HG1.02 - explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;
HG1.03 - show an understanding of the relationship between the history, geography, and literature/ mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean; outline the connection between the *Aeneid* and the Punic Wars);
HG1.06 - demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages;
PR1.09 - analyse the influence of religion on Classical culture (e.g., emperor-worship; the amalgamation of deities from different cultures; the adoption of Christianity by the Roman empire) in a variety of activities (e.g., discussions, research projects, and seminars).

Prior Knowledge & Skills

Students are assumed to understand the structure of a news report or of a newspaper as presented in the Grades 9 and 10 English program.

Planning Notes

Teachers create an assignment outline and marking criteria for this activity (see Appendices 1 and 2). They may find it helpful to consult the media arts, technology, or computer teacher(s) for assistance in planning, supporting students, and marking this assignment. This assignment could also be done as a newspaper, in which case teachers may wish to gather newspaper resources. This activity could be done at the end of any topic, unit, or as part of the culminating activity at the end of the course.

Teaching/Learning Strategies

- Teachers review the historical and archaeological sites on the maps with their students. They introduce elements of early Roman history, the influence of the Etruscans, the expulsion of the kings, and the archaeological evidence of the *Forum Romanum*. This sets a context for the assignment because the intention is for the students to take the initiative to teach their peers about the early history of Rome in a way which is different from a seminar or basic oral presentation.
- Teachers provide students with the assignment outline and marking rubric for this activity. The assignment outline should offer students a number of choices so that presentations are varied and include information about early Rome, i.e., each group should have a different historical or mythological event upon which to report. Topics include: Dido and Aeneas, the founding of Rome, the abduction of the Sabine women, the early kings of Rome, the building of the *Forum Romanum* or the *Cloaca Maxima*, innovation in religious practices (the Sibylline oracles, augury, the introduction of the *Magna Mater*, temple construction, etc.). These topics should reflect the various strands and expectations noted above.
- Teachers coordinate the division of students into groups and the assignment of events to dramatize in their newscasts.
- Students carry out research into the historical/mythological event which their group is presenting using the various roles of a news report as a guide, e.g., the anchor person, political commentator, investigative reporter, sports reporter, weather reporter, etc.
- Students then decide who will take on which role, costuming, props, questions for the interviews, etc. They arrange the research into the appropriate sections for the newscast, and then practise prior to the taping or presentation of their reports.
- Alternatively (at the discretion of the teacher), students could submit this assignment in written newspaper form.

- This activity could be easily adaptable to any time period in Roman history and could be particularly effective during the latter part of the first century A. D., e.g., when referring to the great fire of Rome, the eruption of Mount Vesuvius, the fall of Masada, emperor worship in the east, the rise of Christianity, etc.

Assessment & Evaluation of Student Achievement

- **Formative:** Teachers coordinate the groups and assignment of events for presentation, and then circulate during in-class work sessions to ensure that problems are remediated.
- **Summative:** Students perform the newscast (live or on videotape/computer), or submit the written newspaper. Students are assessed individually for their contributions.
    - Students write test and exam responses in which they demonstrate their understanding of the material.

Activity 4: "Tragedy Tomorrow, Comedy Tonight" – Roman Entertainments

Description

In this activity, students make a dramatic presentation based on a Roman play which is studied during the literature portion of this section of the course.

Specific Expectations

LT1.01 - explain literary terms taken directly from ancient Greek and Latin (e.g., *deus ex machina*, *dramatis personae*, *exit*, *exeunt*);
LT1.02 - read Classical works and analyse them with reference to plot, characterization, and stylistic devices (e.g., use of metaphors, similes, allusions, personification, foreshadowing);
LT1.03 - trace the development of themes in a play or other work of literature;
LT1.04 - explain the relationship between literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
LT1.05 - show critical understanding and appreciation of the works studied (e.g., write a book report; compare Roman love poetry to Shakespearean love sonnets; compare Classical authors to each other);
LT1.07 - show an understanding of the works studied by expressing personal responses in writing (e.g., write a journal commenting on the changing role of women in ancient Greece or Rome; write from the point of view of a character in a work studied; write newscasts describing specific events in ancient times);
HG1.01 - identify correctly the geographic location of places in the Classical world (e.g., locate places mentioned in literature, mythology, and history);
HG1.03 - show an understanding of the relationship between the history, geography, and literature/ mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean; outline the connection between the *Aeneid* and the Punic Wars);
HG1.06 - demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages.

Prior Knowledge & Skills

Students are assumed to understand the basic requirements of a dramatic presentation.

Planning Notes

Teachers should gather sufficient copies of a variety of Roman comedies by Plautus or Terence. They may also wish to arrange for time in the auditorium or for use of the Drama room. This activity could be enacted live in class or through a videotape/ computer presentation.

Teaching/Learning Strategies

- If students have studied a Greek tragedy in the previous Greek sections of the course, the teacher could lead students in a discussion of the differences between Greek tragedy and Roman tragedy.
- Teachers should also mention the development of comedy from the satyr play which accompanied the Greek tragedy.
- Teachers present lectures about Roman entertainments, including the history of the gladiatorial combats (adapted from Etruscan funerary rites*), chariot races, theatre and drama (pantomime and mime), *recitationes*, street performers, etc. It is important that teachers address the social classes to which these entertainments most appealed. Also, teachers should focus on the Etruscan and Greek influences on all Roman spectacles and note that, as the Romans expanded beyond Rome in their commercial and militaristic exploits, these entertainments evolved and became more popular.

  * "Gladiators emerged among the Etruscans as a form of the traditional blood sacrifice held at funerals, when teams of warriors duelled to the death. When the early Romans fell under the domination of ETRURIA, many prisoners of war were offered up in this manner, a ceremony repeated in 358 B.C., when 307 captives were sacrificed in the Tarquin Forum. Inevitably, the Romans accepted many Etruscan rituals; in 264 B.C., the family of M. Brutus solemnly celebrated his funeral with gladiatorial battles." (Bunson, 181)
- Alternatively, teachers could assign these topics to groups of students to present as seminars.
- Teachers provide basic historical and literary information about Rome's greatest playwrights, Plautus and Terence, including the historical background of the play(s) to be studied. At this time, teachers introduce performance standards in Roman times and the design of Roman theatres. Teachers discuss literary topics appropriate to the chosen play such as characterization, setting, hyperbole, incongruity, etc. Teachers can draw on the students' knowledge from their English courses on these topics.
- Teachers provide students with a clear outline of the assignment requirements and the marking rubric, and then coordinate the division of the class into groups who draw from a hat the selection of the play to present. Alternatively, teachers may choose a series of plays for students to read in groups, rather than studying one play intensively. Student ability, interest, and time constraints will be the determining factors critical in this choice. (It is suggested that teachers arrange for each group of students to read one play from among: the *Menaechmi*, *Pseudolus*, *Mostellaria*, *Miles Gloriosus*, or *Phormio*. Other selections are certainly acceptable, as well.)
- Students read the play selected by their group and create a formal, written summary of it which is then distributed to the class accompanied by a presentation.
- Students prepare and present a favourite scene, complete with appropriate costumes and props. Alternatively, students make a videotape or computer presentation of this scene.

Assessment & Evaluation of Student Achievement

- **Formative:** Teachers monitor group dynamics and activity, and set up group conferences to discuss any difficulties students are experiencing with reading and interpreting their play or portion thereof. Students dramatize a scene from the Roman play.
- **Summative:** Students create a written summary of the play which they have read.
- Students respond to test and exam questions based on Roman entertainments and particularly plays (especially those involved in this activity).

Teaching/Learning Strategies

- This activity should be done toward the end of the unit when students have been introduced to a variety of historical and literary figures from Imperial Rome upon whom they can base this work with familiarity and ease. Teachers discuss the difference between the Republic and the Empire, and the impact of Octavian's victory over Antony and Cleopatra in 31 B.C.E. In addition, they should look at the changes in the Imperial government system (e.g., the shift in focus from senatorial control to that of the *princeps* and *familia Augusta*), the prominence of women such as Livia and Agrippina the Younger under the Empire, the prominence of the Julio-Claudians and Flavians using Tacitus' *Annales* and Suetonius' *Lives of the Caesars* as sources of information. Teachers should also introduce students to ancient historiography and the influence of propaganda on the work of the ancient historians.
- Teachers should guide students using such questions as: Where did ancient people get their information? How accurate is it? What impression is given of historical persons, and is it true? What responsibilities do modern scholars have when using ancient sources? Such higher order considerations can be used as a basis from which students approach their writing. Teachers introduce the assignment and provide students with an outline and the marking rubric so that they are aware of the requirements for the assignment.
- Teachers may wish to model this activity by taking on the role of a character, e.g., the teacher enters the class as the Emperor Claudius, or Agrippina the Younger, so that students can consider the possible steps for planning. Teachers and students work through the process together. Students can suggest alternate means by which to approach this assignment, e.g., characters, historic figures, sources of information – first person accounts versus third person accounts, etc.
- Students choose a particular historical or literary figure, and conduct research about him or her in order to inform their work.
- Students create a written piece demonstrating their appreciation of the importance and unique characteristics of the individual chosen. They can write a series of letters or poems, or a play, or memoirs for this assignment.
- Alternatively, students can be asked to make a presentation to the class in the role of the person chosen based on their research. Students should dress in appropriate costume and could memorize the piece for maximum effect.
- This activity could easily be adapted to the early history of Rome (including the Etruscans).

Assessment & Evaluation of Student Achievement

Formative: Teachers monitor student progress as they carry out their research.

Summative: Students write in the role of the individual chosen.

- Students make a presentation in the role of the individual chosen.
- Students respond to test or exam questions requiring them to incorporate the material presented by their classmates.

Activity 6: Interview With an Emperor

Description

Students create a mock documentary in which they interview a significant Roman Emperor about aspects of Roman history, culture, religion, etc.

Specific Expectations

AA1.05 - explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in the society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;

Teaching/Learning Strategies

- This activity should be done toward the end of the unit when students have been introduced to a variety of historical and literary figures from Imperial Rome upon whom they can base this work with familiarity and ease. Teachers discuss the difference between the Republic and the Empire, and the impact of Octavian's victory over Antony and Cleopatra in 31 B.C.E. In addition, they should look at the changes in the Imperial government system (e.g., the shift in focus from senatorial control to that of the *princeps* and *familia Augusta*), the prominence of women such as Livia and Agrippina the Younger under the Empire, the prominence of the Julio-Claudians and Flavians using Tacitus' *Annales* and Suetonius' *Lives of the Caesars* as sources of information. Teachers should also introduce students to ancient historiography and the influence of propaganda on the work of the ancient historians.
- Teachers should guide students using such questions as: Where did ancient people get their information? How accurate is it? What impression is given of historical persons, and is it true? What responsibilities do modern scholars have when using ancient sources? Such higher order considerations can be used as a basis from which students approach their writing. Teachers introduce the assignment and provide students with an outline and the marking rubric so that they are aware of the requirements for the assignment.
- Teachers may wish to model this activity by taking on the role of a character, e.g., the teacher enters the class as the Emperor Claudius, or Agrippina the Younger, so that students can consider the possible steps for planning. Teachers and students work through the process together. Students can suggest alternate means by which to approach this assignment, e.g., characters, historic figures, sources of information – first person accounts versus third person accounts, etc.
- Students choose a particular historical or literary figure, and conduct research about him or her in order to inform their work.
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- Alternatively, students can be asked to make a presentation to the class in the role of the person chosen based on their research. Students should dress in appropriate costume and could memorize the piece for maximum effect.
- This activity could easily be adapted to the early history of Rome (including the Etruscans).

Assessment & Evaluation of Student Achievement

Formative: Teachers monitor student progress as they carry out their research.

Summative: Students write in the role of the individual chosen.

- Students make a presentation in the role of the individual chosen.
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LT1.04 - explain the relationship between the literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
LT1.05 - show a critical understanding and appreciation of the works studied (e.g., write a book report; compare Roman love poetry to Shakespearean sonnets; compare Classical authors to each other);
LT1.07 - show an understanding of the works studied by expressing personal responses in writing (e.g., write a journal commenting on the changing role of women in ancient Greece or Rome; write from the point of view of a character in a work studied; write newscasts describing specific events in ancient times);
HG1.02 - explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;
HG1.06 - demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages;
PR1.03 - apply an understanding of Classical philosophy to Classical history and literature (e.g., examine the influence of Stoicism on Marcus Aurelius' term as emperor; outline the role of Platonic philosophy in the development of formal education; explain Aristotle's role as tutor of Alexander the Great) in a variety of activities (e.g., debates, discussions, presentations, creative projects);
PR1.09 - analyse the influence of religion on Classical culture (e.g., emperor-worship; the amalgamation of deities from different cultures; the adoption of Christianity by the Roman Empire) in a variety of activities (e.g., discussions, research projects and seminars).

Planning Notes

Teachers provide students with a written outline of the expectations for this activity. Teachers may wish to coordinate this activity with the help of the computer, graphic arts, and/or media teachers, where such arrangements are possible, in order to provide support to students. This activity could also be done as an in-class performance.

Teaching/Learning Strategies

- This activity must be done after teachers have presented students with lessons about the political, historical, literary, and artistic aspects of the Republic and the Empire so that they have a clear understanding of the wide variety of characters who were important in these eras of Roman history. It may also be helpful for students to have some familiarity with Roman historians so that they can consult these primary sources to inform this activity. Once again, teachers may give lectures or review the content of lectures previously delivered on the nature of ancient historiography, the impact of propaganda, biographies of ancient historians such as Tacitus, Suetonius, Cassius Dio, Plutarch, etc.
- Teachers provide students with a list of influential historical figures (e.g., Sulla, Julius Caesar, Cicero, Augustus, Livia, Lesbia, Agrippina) an assignment outline, and rubric to inform them of the expectations and the way in which they will be evaluated. Students could choose topics from a hat in order to ensure a fair distribution, and to ensure that no historical figure is presented twice.
- Students (at least in pairs, but groups of four or five are preferable) select an Emperor or another significant individual in whom they are interested and devise an interview program in which they explore aspects of his or her life and experiences, incorporating interviews with other significant people in his or her past, e.g., wife or husband, children, friends, enemies, plebians, slaves, etc. This requires students to research beyond their assigned/chosen historical figure.

- Using a number of primary and secondary sources, the groups research and write a biography in the form of a research paper on the individual studied. This biography should include reference to the individual's contributions to Roman society and culture. Alternatively, students could write an essay supporting a thesis based on an argument which emerges from their research, e.g., "Nero is not a villain." Teachers assign this paper to be completed individually.

Assessment & Evaluation of Student Achievement

- **Formative:** Teachers observe students as they work on their research, intervening to suggest sources of information or to help interpret primary sources.
  Teachers also observe students as they prepare their documentaries so that they can assist with problems, ideas, suggestions, etc.
  In addition, teachers conference with students to help them create appropriate questions used in documentary interviews.
- **Summative:** Each student prepares a written report based on a significant individual in Roman history or performs the interview on tape or live.
  - Students respond to test and exam questions on the material learned.

Activity 7: "Rome Is Where the Heart Is" – The Archaeology of Rome

Description

In this activity, students are required to explore the structures in and around the *Forum Romanum*, write a report based upon their research, and create a 3-D model of one of the monuments they encounter.

Specific Expectations

AA1.01 - identify correctly different architectural features and explain their functions (e.g., the different orders of columns; parts of Classical houses and public buildings; different types of arches and their uses);
AA1.02 - define architectural terms (e.g., *pediment, stylobate, portico, column, peristyle*) taken directly from ancient Greek (e.g., *stylobaton, peristylion*) and Latin (e.g., *porticus, pedimentum, columna*);
AA1.06 - explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in the society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;
HG1.02 - explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing.

Planning Notes

Teachers create an activity sheet and rubric which will be provided to students to inform them of the requirements for this activity. Teachers arrange time in the library for their students to do research. Teachers obtain pictures, slides or electronic presentations for the history of the Roman Forum and the urban planning of Rome.

Teaching/Learning Strategies

- Teachers lecture students on the history of the Roman Forum – how it developed out of a swamp used for burials and sheep-grazing, to a crucially-important social, religious, and political district not only for the city of Rome, but for the whole empire. Teachers should discuss the building of the *Cloaca Maxima*, the transformation of the *Regia* from the house of the king to the seat of the Pontifical College, the differences between the structure of the Temple of Vesta and other temples found within the Forum, etc. Teachers should also discuss the urban planning of Rome – why the Colosseum and Circus Maximus were located near the Forum, for example.

- Teachers could consult Vitruvius to supplement their lectures and should note the importance of the use of cement, as well as the development of the arch and columns in the evolution of Roman architecture. They should address such questions as: Why did the Romans build these monuments? What do these buildings provide for the modern world in terms of architectural or engineering information? What political or religious agenda are served by these buildings? Teachers should also provide lectures on major religious changes such as the introduction of the worship of Isis and Mithras, and Christianity, and note the influences of religion on monumental building and government policy.
- Teachers provide students with the assignment outline and rubric for this activity as well as class time to access library collections or virtual tours on the Internet on the Forum. Teachers should also oversee the formation of the pairs or small groups who will be responsible for researching each of the buildings in the selection.
- Students carry out research on the building they have chosen and write a report conforming to the instructions provided.
- Students recreate a scale model of the building using materials appropriate to the task. (Teachers should provide information about the required dimensions of the model appropriate to their specific situations.)
- Teachers and students arrange the finished models around the classroom in the approximate orientation found in the *Forum Romanum* in order to provide students with a real sense of what the arrangement and relative positions were. Students present a formal oral report about the model they have created.
- Alternatively, teachers may assign this project to be done on an individual basis and expand it beyond the Forum to include the *Insula Tiberina*, *Ara Pacis*, Mausolea of Augustus or Hadrian, Trajan's Column, etc.

Assessment & Evaluation of Student Achievement

- **Formative:** Teachers work with students to ensure that their research is progressing, the group dynamic is appropriate, and the models are being created out of appropriate materials.
  - Students create a scale model of the building selected reflecting the information gathered.
- **Summative:** Students write a report based on their research on the building selected.
  - Students present an oral report.
  - Students write responses to test and exam questions based on the information presented in class.

Appendix 3.3.1

"And That's the Way It Is ... Was" Assignment Outline

You are asked to create a news presentation as if it were happening at a specific time in the ancient world (appropriate to the topic chosen) and base it on the information studied in class as well as on your own research. Divide your news show so that several roles are represented; such as:

- ❑ lead anchor
- ❑ on-the-spot news reporter (at least one)

You must also include a selection of the following, depending on the number of members in your group:

- ❑ weather reporter
- ❑ sports reporter
- ❑ human interest reporter
- ❑ political commentator
- ❑ entertainment reporter
- ❑ consumer advocate
- ❑ business reporter
- ❑ advertisements
- ❑ investigative reporter

Approximate Length: 10 minutes (minimum) – 25 minutes (maximum) depending on the size of your group. (You should plan for each person to fill approximately 3 – 4 minutes with his or her report. If your presentation is too short your evaluation will reflect it, so be careful!)

Topic Choices:
(Remember that there can be only one group per topic)

- ❖ the murder of Remus by Romulus
- ❖ the ousting of Tarquinius Superbus
- ❖ the reforms of the Gracchi brothers
- ❖ Caesar conquers Gaul
- ❖ Caesar crosses the Rubicon
- ❖ the murder of Caesar
- ❖ Octavius wins at Actium

- ✓ Each member of the group is responsible for writing the script for his or her segment.
- ✓ You should each be ready to present in character on the date agreed upon, which means that you must prepare costumes and props as well.
- ✓ You will be given some class time to meet with your group and prepare/practise. Use this time most effectively!
- ✓ Try to make your segment entertaining as well as informative and ensure that it reflects accurately the material learned in class and gained through research.
- ✓ Each member of the group will be marked for his or her contribution to the newscast individually; therefore, make sure you put forth your best efforts.

Presentation Date: _____

Appendix 3.5.1

"A Mile in Their Sandals" - Writing in Role

You are asked to create a piece of writing in which you try to experience life from the perspective of someone else in the ancient world (either a literary or historical figure). Pay careful attention to the outline below as you prepare your submission. Select your subject with care.

Possible Subjects:

- ❑ Romulus, Remus, Rhea Silvia, Numitor, Amulius, Mars, Faustulus, Acca Laurentia
- ❑ Tarquinius Superbus
- ❑ an Etruscan citizen, priest, king
- ❑ Dido, Aeneas, Anna, Venus, Juno, Anchises, Ascanius, Lavinia,Turnus, Hannibal
- ❑ Tiberius Gracchus, Gaius Gracchus
- ❑ Gaius Marius, Sulla, Crassus, Pompey
- ❑ Julius Caesar, Cornelia, Pompeia, Calpurnia
- ❑ Cleopatra, Ptolemy Auletes, Caesarion, Cleopatra Selene, Alexander Helios, Ptolemy Philadelphos
- ❑ Marc Antony, Fulvia, Octavia
- ❑ Octavius/Augustus, Scribonia, Livia, Tiberius, Drusus, Julia, Agrippa
- ❑ Caligula, Claudius, Agrippina, Nero
- ❑ Vespasian, Domitian, Titus, Constantine, Caracalla, Elegabulus
- ❑ Livy, Apuleius, Terence, Plautus, Propertius, Martial, St. Augustine
- ❑ another character or individual of your choice, provided you check with the teacher before beginning

Choose your subject, consider what life would have been like from their perspective, and incorporate into this writing assignment aspects of Roman daily life and history which would be appropriate. Be sure to address:

- ❖ significant events in the person's life (in literature or history)
- ❖ aspects of Roman daily life, culture, history appropriate to the person chosen
- ❖ specific concerns related to gender and class as appropriate

Length: 750 words (minimum) – 1000 words (maximum)